

BOARD OF COOPERATIVE EDUCATIONAL SERVICES
Third Supervisory District of Suffolk County
Melville, New York

VISUALLY IMPAIRED PROGRAM

CURRICULUM
for the enhancement of
visual functioning of blind children
with remaining vision

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INTRODUCTION

When young children are diagnosed as blind in terms of standard distance acuity measurements, there is a tendency to accept this as a valid basis for educational prognosis, even though the children may have potentially useful but undeveloped near point vision. By repeated observation of visual materials brought very close to the eyes or by use of enlarged materials, some children may develop considerable visual efficiency, even though the eye examination reveals no numerical index or a very low measurement of acuity (Bier, 1960). If little encouragement and no planned opportunities for the development and use of near vision are offered such children, they may encounter few experiences which stimulate the desire or the need for endeavoring to develop whatever vision they may possess.

Dr. Natalie Barraga developed the Visual Discrimination Test* and the following lesson plan sequence which may significantly improve the visual behavior of blind children with remaining vision.

We gratefully thank the American Foundation for the Blind for their permission to reprint the Lesson Plan Sequence from "Increased Visual Behavior In Low Vision Children" by Dr. Natalie Barraga for the use of BOCES VIP Suffolk III.

*available at VIP office

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LESSON PLAN SEQUENCE

Progressive Sequence of Lessons for Visual Discrimination and Recognition by Developmental Stages

- Stage I. Tactual and visual stimulation for discrimination and recognition of geometric forms in solid black and in outline shapes; ordering for size and relationship in left to right progression.
- Stage II. Visual stimulation for discrimination and recognition of object forms in solid black, outline drawings, and outlines with inner details with discussion of class categories, uses, and descriptive words.
- Stage III. Visual stimulation for discrimination and recognition of objects; similarities and differences among objects; story sequence with pictures; figure-ground discriminations; discrimination and recognition of letter symbols.
- Stage IV. Visual stimulation for discrimination and recognition of word symbols and word combinations with pictures; discrimination and recognition of sight words, phrases, and sentences without pictures.

Lesson 1

Object: To make tactual discriminations of pegs of graduated heights and diameters. To understand sequential ordering of pegs by diminishing heights and/or diameters.

Materials: Three sets of pegs containing eight in each set

- A. All 3" in height; diameters 3" to $\frac{3}{16}$ ".
- B. All 1" in diameter; heights 4" to $1\frac{1}{2}$ ".
- C. 4" to $2\frac{1}{4}$ " in height; 4" to $\frac{3}{4}$ " diameter.

Procedure:

- A. Introduction
 1. Teacher introduces herself and asks child to repeat her name as she repeats child's name.
 2. Teacher explains procedure of games to be played each day as she attempts to stimulate interest in learning to see the new materials and pictures to be presented.
- B. Game with tactual materials.
 1. Teacher presents child with first set of pegs.
 2. Teacher asks child to find the largest peg, the smallest peg, then to note differences in size of entire set.
 3. Teacher asks child to arrange pegs in order of size from largest to smallest or from tallest to shortest. In case of unnoticed misplacements, teacher asks child to reexamine by closing his hand around each peg.
 4. Set 2 presented--same procedure.
 5. Set 3 presented--same procedure.
 6. Repeat entire procedure by denoting smallest, then largest, and placing in order from smallest or shortest.

Conclusion:

- A. Teacher helps child to summarize what he has learned.
- B. Discuss activity for next day, time, place, etc.
- C. Teacher and child repeat each other's names.

Lesson 2

Object: To make visual discriminations of pegs of graduated heights and diameters. To understand sequential ordering by use of visual procedures.

Materials: Same as Lesson 1.

Procedure:

A. Review

1. Teacher and child exchange greetings by name.
2. Ask child to recall what he did at last lesson.
3. Discuss heights and sizes using appropriate words.

B. Discrimination and Recognition Game

1. Teacher presents first set of pegs lying on table, and asks child to play "a looking game," Attention is called to the differences in sizes and lengths. Child is asked to find the largest peg, then the longest one, the smallest one, and the shortest one.
2. Child is asked to stand all pegs upright on the table, then place them in order of descending size or height without tactual exploration as nearly as possible.
3. Teacher and child summarize appropriate descriptive words as child replaces pegs in board.
4. Repeat the same procedure for each of the other sets.

Conclusion:

- A. Teacher assists child to summarize differences in visual terms.
- B. Teacher makes sure each child understands "out of place" pegs, and why they are called out of place.
- C. Prepare child for next day's lesson.



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Lesson 3

Object: To teach visual discrimination and recognition of solid black forms of pegs on charts and cards.

Materials:

- A. 3 large charts containing solid black forms of pegs in ordered sequence.
- B. 2 sets individual cards corresponding to peg forms.
- C. 1 large chart with selected peg forms in scrambled order.

Procedure:

- A. Introduce "Seeing Game."
 - 1. Present each child with one card at a time in each set. Ask him to trace around the black form as teacher discusses with them the distances of finger movements. Call attention to the longest one, shortest one, etc.
 - 2. Teacher asks child to find all the cards on which forms look the same length; then all those that look the same width. Discuss likenesses and differences.
 - 3. Children play matching game; one child selects a card, and other child finds one to match it; vice versa until all cards are matched.
- B. Arrangement according to size.
 - 1. Teacher presents child with cards of one set, and asks him to place them in order from largest to smallest or longest to shortest. Repeat for other two sets.
 - 2. Teacher presents large chart with each set in replica. Child matches his cards to those on the chart.
 - 3. Teacher presents large chart with scrambled forms from all sets. Child is asked to choose and match corresponding forms.

Conclusion:

- A. Teacher reviews descriptive terms of forms as child chooses correct form to correspond to word.
- B. Discuss activity for next day, time, etc.

Lesson 4

Object: To teach discrimination of color; introduction of color names; matching of same or similar colors.

Materials: 5 sets wooden color strips, 1" wide, 3/8" thick in diminishing lengths (colors, red, blue, yellow, green, orange, purple).

Procedure:

- A. Introduce "Color Game."
 - 1. Child is asked to give all the color names he knows.
 - 2. As the child names a color, teacher asks him to relate to known things, e.g. grass, fire, etc.
- B. Color recognition.
 - 1. Present one stick of each color to child, and ask him to name the color; teacher supplies name if child does not recognize.
 - 2. Teacher presents child with set of sticks of unrecognized color, names color, and asks child to arrange the sticks in order of diminishing lengths.
 - 3. Repeat for all sets of unrecognized colors.
 - 4. Child arranges one set in diminishing lengths to include each color naming the color as he chooses it.

Conclusion:

- A. Teacher asks child to name and identify all colors he has learned.
- B. Child selects all the red sticks, etc.
- C. Discuss plans for the next day, and remind him of lesson time.

Lesson 5

Object: To recognize 6 primary colors on paper, and to understand light and dark shades of colors.

Materials:

- A. Large chart with scrambled colors and light and dark shades.
- B. Individual cards containing light and dark shades of primary colors.

Procedure:

- A. Review color names with sticks.
- B. Teacher presents child with cards of colors in light and dark shades as she explains the difference.
- C. Child selects the two shades of the same color.
- D. Teacher scrambles cards and asks child to match his cards to large chart of scrambled colors.

Conclusion:

- A. Discuss colors in relation to objects in room and common objects seen daily.
- B. Teacher gives color name and child selects appropriate card.
- C. Child tells what he has learned during the week.
- D. Discuss plans for next week, and remind child of time.

Lesson 6

Object: To teach discrimination and recognition of circles, squares, and triangles presented in solid black.

Materials:

- A. Large chart containing a row each of solid black squares, circles, and triangles in diminishing sizes from 2" to $\frac{1}{4}$ ".
- B. Large chart containing assorted sizes of each shape in scrambled order.
- C. Individual cards containing all sizes of the three shapes in solid black.

Procedure:

- A. Teacher presents child with 2" size of each shape. As child traces each with his finger, teacher calls attention to hand movements in terms of corners, points, curves, etc.
 - 1. Teacher gives child other cards with assorted sizes and asks him to separate according to shape.
- B. Discrimination of size differences.
 - 1. Child chooses the largest one of each shape, etc.
 - 2. Child arranges his cards in rows according to shape, and increasing in size from smallest to largest.
- C. Matching
 - 1. Present child with large chart in size sequence, and ask him to match his cards to those on the chart.
 - 2. Present chart with scrambled shapes and sizes, and ask child to match the appropriate one.
 - 3. Matching Game--each child presents one card and partner matches with same one.

Conclusion:

- A. Teacher asks child to select shape with no corners or points; shape with corners and straight lines; shape with points, etc.
- B. Plan for next day and remind child of time.

Lesson 7

Object: To teach visual discrimination and recognition of varied geometric forms with appropriate descriptive words.

Materials:

- A. Chart with solid black forms of polygons, rectangles, crosses, stars, ovals, crescents, diamonds, and half circles in diminishing sizes from $1\frac{1}{2}$ " to $\frac{1}{4}$ ".
- B. Individual cards to match forms on charts.
- C. Chart with outline drawings of same geometric designs.
- D. Individual cards with outline drawings in diminishing sizes.

Procedure:

- A. Present each form separately (use largest in size).
 - 1. Child traces outline of form with finger as teacher gives name and descriptive words
 - 2. Teacher helps child to note and discuss similarity of lines to those of squares, circles, and triangles.
- B. Present sets of small cards (5 sizes of each form).
 - 1. Child chooses all cards of each shape.
 - 2. Child arranges cards of each shape from largest to smallest.
- C. Present large chart containing forms, and asks child to match individual cards to forms according to size.
- D. Repeat procedure for outline drawings of shapes.

Conclusion:

- A. Teacher asks child to choose shape most like square, circle, triangle, etc.
- B. Child chooses 5 shapes, and describes in terms of lines, size, and similarity to other shapes.

Lesson 8

Object: To teach recognition of names of geometric outlines and colored forms with appropriate descriptive words.

Materials:

- A. Chart with outline drawings (from lesson 7).
- B. Individual cards with outline drawings (from lesson 7)
- C. Chart with all shapes in 6 primary colors.

Procedure:

- A. Teacher gives name of each shape and supplies descriptive words as child traces and examines closely.
- B. Child is asked to pick out all the squares, circles, etc.
- C. Game.
 - 1. Teacher asks for specific shapes using either names or descriptive words or both.
 - 2. Review by placing each according to increasing or diminishing size.
 - 3. Teacher presents stimulus card and asks child to find square this size, etc.
- D. Teacher presents selected work sheets for discrimination and matching.

Conclusion:

- A. Repeat names of forms and descriptive words.
- B. Plan for next day.

Lesson 9

Object: To encourage visual organization of Gestalt (whole) from observation of separate parts.

Materials: Ten geometric forms (2" size) cut into 4 pieces, (square, circle, triangle, hexagon, octagon, rectangle, cross, star, ellipse, and diamond). Individual cards of same whole forms.

Procedure:

- A. Review:
 - 1. Child names each form as it is presented.
 - 2. Ask child to describe as to kind of lines, corners, points, etc.
- B. Present picture of one form at a time, at the same time present same form cut in four pieces, and ask him to assemble to look like whole form.
- C. Remove pictures of forms--present child with pieces of each form (one form at a time), and ask him to assemble from memory. Ask child to name each form as he assembles it.

Conclusion:

- A. Teacher discusses appearance of individual parts of each form with child.
- B. Teacher assists child in orientational placement of individual parts as child reassembles the forms.

Lesson 10

Object: To review color discrimination, and geometric forms and shapes.

Materials: Charts with colors, geometric forms and shapes.
Individual cards for matching; individual work sheets for discrimination.

Procedure:

- A. Flash drill
 - 1. Flash small card (10 to 15 seconds), ask child to point to same form on large chart.
 - 2. Repeat for colors.
 - 3. Repeat for outline shapes of figures.
- B. Noting likenesses and differences
 - 1. Present work sheet for matching (choices distinctly different).
 - 2. Present work sheet with rows of forms (all of which are alike but one), and ask child to find the different one.
 - 3. Present work sheet with choices very similar, and requiring finer discrimination.*

Conclusion:

- A. Repeat work sheets with which child had difficulty, ask him to trace each one, then make choice as he tells why it is different.
- B. Teacher names each form as child selects from total group.

*Materials for each activity diminish in size from 2" to $\frac{1}{2}$ ".

Lesson 11

Object: To develop the ability to discriminate between and to recognize object forms of animals, toys, and clothing.

Materials:

- A. Three large charts with solid black object forms of definite contour in large size (approximately 2").
 - 1. Animals such as: rabbits, cats, camels, horses, squirrels, cows, pigs, goats, giraffes, birds, roosters, etc.
 - 2. Toys such as: tricycles, trains, airplanes, wagons, boats, scooters, kites, dolls, etc.
 - 3. Clothing and accessories such as: trousers, mittens, gloves, umbrellas, glasses, etc.
- B. Individual cards with the same solid black object forms very similar in contour but in smaller size (approximately 1" to $\frac{1}{4}$ ").

Procedure:

- A. Present large chart.
 - 1. Have child trace outline of object with finger--he names it if he can--if not he is told. Discuss shapes with appropriate descriptive words, such as round, square, pointed, large, small, etc.
 - 2. Teacher then names objects, and asks child to point to each one.
- B. Present child with individual cards containing object forms.
 - 1. Ask him to match to similar or like form on large chart.
 - 2. Ask child to look at small cards and name each object.
 - 3. Teacher then names objects, and asks child to pick out the one named from the small cards.

Conclusion:

- A. Review object names as to class.
- B. Ask child to find all object forms of one class.

Lesson 12

Object: To continue discrimination and recognition of object forms of household and related objects, fruits and vegetables, nature objects.

Materials:

- A. Three large charts with solid black object forms of definite contour in large size (approximately 2").
 - 1. Household and related objects such as key, lamp, cup, milk bottle, table, etc.
 - 2. Fruits and vegetables such as apples, strawberries, carrots, beans, etc.
 - 3. Nature objects such as trees, leaves, flowers, etc.

Procedure: Same as Lesson 11.

Conclusion: Same as Lesson 11.

Lesson 13

Object: To develop the ability to discriminate and recognize outline drawings of objects with few inner details

Materials:

- A. Large charts with selected object outlines in 1" and 2" sizes (same or similar to those presented in solid black in Lessons 11 and 12).
- B. Individual cards with outlines of same objects.

Procedure:

- A. Present large chart.
 - 1. Ask child to trace outlines with finger--check for recognition, review discriminating details, rounded, pointed, etc.
 - 2. Look at and trace individual parts of objects such as head, legs, handles, etc. as teacher and child discuss.
- B. Present child with small cards.
 - 1. Ask him to match to similar or like objects on larger chart.
 - 2. Mix cards, and ask child to name each one.
 - 3. Teacher then asks child to pick out certain ones as she calls the name of each.

Conclusion:

- A. Review object recognition as to class or to description.
- B. Child sorts cards as to object classes, such as all the fruits, vegetables, etc.

Lesson 14

Object: To develop the ability to further discriminate and recognize outline shapes of a wide variety of objects, and to recognize those same objects in colored pictures. Household objects, nature objects, and fruits and vegetables.

Materials:

- A. Large chart with outlined and colored objects in 1" and 2" sizes.
- B. Individual cards with outlines and colored pictures of the same objects (but not identical) in $\frac{1}{4}$ " to 1" sizes.
- C. Selected work sheets for discrimination of likenesses and differences and matching.

Procedure:

- A. Present large chart, and ask child to look at all pictures.
 - 1. Child names objects and colors he recognizes.
 - 2. Child traces unknown pictures, discusses shapes, colors, etc. as teacher calls attention to discriminating details.
- B. Present smaller individual cards, and ask child to match to same object on large chart.
- C. Present work sheets one at a time and discuss reason for choices with child.

Conclusion:

- A. Review objects by class--ask child to point to all the fruits, etc.
- B. Teacher names object and child selects correct one from cards.

Lesson 15

Object: To review discrimination and recognition of all black forms and line drawings of objects.

Materials:

- A. Charts and forms used in previous lessons.
- B. Work sheets containing pictures of same and like objects in different positions, and smaller in size. Match-Me game.

Procedure:

- A. Present cards in flash for discrimination and recognition. Child responds by pointing to same object on larger chart as he calls name.
- B. Game: Match Me.
 1. Child draws card, examines carefully, then continues drawing until he has found the match for each card.
 2. Teacher names object and child selects picture from group of five, then eight, then 12.

Conclusion:

- A. Discuss with child discriminating details of objects.
- B. Teacher describes object and asks child to select correct picture.

Lesson 16

Object: To teach likenesses and differences in inner details of similar objects. To observe recognized objects of varied sizes and positions. To teach left to right progression of observation (animals, toys, clothing, household objects, fruits and vegetables, nature objects).

Materials: Selected work sheets from readiness books containing object pictures.

Procedure:

- A. Present child with one page at a time.
 1. Ask him to begin at left and inspect all pictures in the row and find the one that is different. Discuss ways in which it is different as child traces outline with finger.
 2. Note discriminating details of each. Ask him to note difference in position or in inner details.

Conclusion:

- A. Discuss reasons for correct and incorrect responses.
- B. Discuss likenesses and differences of objects in different positions.

Lesson 17

Object: To teach likeness of objects among many different ones--matching of like ones.

Materials: Selected work sheets from readiness books. Pages of objects--two in each box--some alike--some different.

Procedure:

- A. Present sheets to child in order of progressing difficulty.
 1. Ask child to match picture with first one in row; discuss how others are different.
 2. Present pages of two objects--some alike in outline but different in inner detail--ask child to find those which are alike and those which are different. Discuss ways in which two objects differ.

Conclusion: Summarize ways of discriminating objects similar in contour and size.

Lesson 19

Object: To teach discrimination and recognition of individual objects in colored pictures containing several objects and/or activities.

Materials:

- A. Farm scene with barn, farmer, and different animals.
- B. Picture with several people in various activities.
- C. Picture of city with various buildings, streets, cars.
- D. Circus scene with animals, clowns, performers.
- E. Zoo scene with animal cages, observers.
- F. Pet show scene with animals, toys, etc.

Procedure:

- A. Present each picture. Child observes each person, or other picture within. Discuss differentiating details, activities.
- B. Ask child to relate what he thinks is happening in the picture, and make up story as he makes observations.
- C. Note colors, size differences, positions. Child traces objects he is not able to recognize on sight noting details of form as he does so.

Conclusion: Summarize ways to discriminate singular elements among grouped objects and pictures.

Lesson 20

Object: To review ability to note differences and similarities in inner details, size and position, and activities in pictures.

Materials: Selected charts containing pictures similar to those which were most difficult to discriminate in previous lessons.

Procedure:

- A. Ask child to observe picture--then discuss objects he recognizes.
- B. Ask child to explain details he notes or which serve as clues to recognition. Assist child in use of most appropriate clues for rapid and accurate discriminations, assist him in use of appropriate descriptive terms.

Conclusion:

- A. Review names and appropriate descriptive words of object details.
- B. Encourage child to describe picture so that teacher can make correct choice; teacher describes and child makes choice.

Lesson 21

Object: To teach discrimination and recognition of relationships between objects of the same class. To understand ordering from large to small and vice versa.

Materials:

Work sheets from readiness books containing pictures of animals, toys, clothing, fruits, vegetables, and nature objects with two to four choices of related objects from which to choose the most suitable one.

Example: cow, baby deer, calf, colt, cub.

Procedure:

- A. Present charts or pages to child one at a time. Ask him to look at stimulus picture, name it, then choose the one that goes best with it.
- B. Present child with page containing rows of objects of graduated sizes from large to small, then small to large for selection of the one that is out of place (2", 1 $\frac{1}{2}$ ", and 1" sizes).

Conclusion:

- A. Review and practice left to right progression in observation.
- B. Summarize progressive order of objects from largest to smallest or from smallest to largest.

Lesson 22

Object: To teach discrimination and recognition of relationships between objects of similar classification.

Materials:

- A. Pictures and charts containing foods in same category except for one of different category (1" size).
- B. Similar charts with other classes of objects.
- C. Individual cards with pictures of same name (1" to $\frac{1}{4}$ " size).

Procedure:

- A. Give child one page at a time, and ask him to name all the things he sees, then choose the one that does not belong in the picture.
- B. Continue with other pages.
- C. Game: Present child with group of cards containing objects of same class, but of different uses. Ask him to sort cards as to those which go together. Example: cards with clothing--outer, rain clothers, sleeping clothes, etc.; animals with same type fur, etc.

Conclusion:

- A. Review different types of each class of objects presented.
- B. Teacher shows picture of object and child gives type and class.

Lesson 23

Object: To teach finer discrimination of closely related objects in small pictures.

Materials:

- A. Stimulus pictures with four or five related objects for choice of most closely related one.
- B. Group pictures of objects all of which are similar except one which is different in kind or in a different position. Example: articles of clothing suitable for a boy and one suitable for a girl. Girl in party dress--choice of shoes most suitable. Pictures of animals of same name except for one (four cows plus one steer). (All pictures decrease in size from 2" to $\frac{1}{2}$ ".)

Procedure:

- A. Present child with work sheets. Explain the nature of the task then ask child to name each picture before he chooses the appropriate one.
- B. Discuss reasons for his choice, and why other pictures are not suitable.

Conclusion:

- A. Review appropriate descriptive terms as child observes picture.
- B. Teacher describes objects and asks child to select picture for correct response.

Lesson 24

Object: To teach finer discrimination of objects of same name but different in style or position.

Materials: Four charts containing pictures of objects which all have the same name but are different in style, contour, or position: Tables, balls, beds, trees, trucks, etc. (Diminishing sizes from 2" to $\frac{1}{2}$ ".)

Procedure:

- A. Present child with page of pictures. Ask him to note any likenesses of objects, note differences or likenesses of inner details, position, etc., give name, type and class if possible.
- B. Ask child to describe differences between pictures assisting him in use of appropriate descriptive words as to type, class, position, and use.

Conclusion:

- A. Review likenesses and differences among same objects.
- B. Discuss appropriate descriptive words to designate individual types within same class.

Lesson 25

Object: To note and recognize missing parts or portions of object pictures.

Materials: Series of work sheets containing object pictures:

- A. Two objects--one whole--one with inner detail missing.
- B. Objects with missing parts--no whole object seen.
- C. Parts of objects--no whole object.
- D. Pictures of several objects one of which is missing from companion picture.

Procedure:

- A. Present chart 1--ask child to look at complete picture, then observe what is missing from the second picture.
- B. Present chart 2--ask child to look carefully at picture of object and find what part is missing.
- C. Present chart 3--child observes the object part, and determines the object to which it belongs.
- D. Present chart 4--child observes picture and names everything he sees in it--he then looks at companion picture, and determines the missing portion.

Conclusion:

- A. Review changes in contour resulting from missing parts.
- B. Teacher describes inner details of picture, and asks child to select correct picture.

Lesson 26

Object: To learn to organize visual details by putting parts of picture puzzle together.

Materials:

- A. Large picture in color cut in four pieces.
- B. Large picture in color cut in eight pieces.
- C. Large picture in black and white cut in four pieces.
- D. Smaller (5 x 7) colored picture in four pieces.
- E. Smaller picture in black and white cut in four pieces.
- F. Large picture in black and white cut in six pieces.

Procedure:

- A. Present each child with puzzle pictures one at a time in the above order. Ask him to look at pieces and try to determine the nature of the picture. Then ask him to assemble the parts by matching colors, and lines.
- B. Discuss content of picture, and tell a story about the picture.

Conclusion:

- A. Review contour of shapes by discussing points, corners, lines, etc.
- B. Ask child to take pictures of single objects, arrange in large picture and tell a story about it.

Lesson 27

Object: To understand a story by observation of picture sequence. To be able to arrange pictures to tell a story.

Materials: Six sets of small pictures (4 x 6 and 5 x 7) of three to ten pictures which tell a story.

Procedure:

- A. Present child with set of pictures (three) of familiar rhymes such as "Jack and Jill" and "Little Miss Muffett." Ask him to look at each picture, then arrange in the order of events as he repeats the rhyme (4 x 6 in size).
- B. Present child with set of four pictures which tell a story unknown to him. Child observes each picture and describes the happenings. Child arranges pictures so that story follows in logical order of events (4 x 6 in size).
- C. Child is given set of eight pictures depicting story of "The Three Bears." Each picture is closely examined, then arranged in sequence so that the story can be told from the pictures (3 x 5 in size).
- D. A set of smaller pictures (ten) are given child. The story is unknown. As the child observes the happening in each picture, teacher guides him in understanding the events in the story. The child then arranges the pictures as he relates the story (2 x 3 in size).

Conclusion:

- A. Teacher selects individual pictures and asks child to tell the story related to the picture.
- B. Teacher relates story as child arranges pictures accordingly.

Lesson 28

Object: To note likenesses and differences in words and single letters.

Materials:

- A. Work sheets containing rows of pre-primer words.
- B. Charts containing letters.
- C. Work sheets with rows of letters for matching.

Procedure:

- A. Child looks at each row of words and notes the one word that is different. Teacher guides child in observation of similarities of words as to length and configuration.
- B. Child examines chart of letters. Teacher calls attention to similarities in contour, height, straight and curved portions.
- C. Child is asked to match like letters, and to choose different ones in several pages of letters.

Conclusion:

- A. Teacher presents word and asks child to describe in terms of length, configuration, etc.
- B. Teacher describes word, and child selects one to fit the description.

Lesson 29

Object: To teach likenesses and differences in words and letters.

Materials: Work sheets containing:

- A. Like letters with one unlike letter to discriminate in each row.
- B. Like letters with one similarly shaped letter to discriminate.*
- C. Words with one unlike word to discriminate.
- D. Words with similar word to discriminate.
- E. Letters and words for matching.

Procedure:

- A. Present child with first page. Ask him to look at all the letters, and find the one that is different from the others. Repeat for next set.
- B. Give child sheet containing words. Ask him to look at all the words in each row, and select the one that is different from the others.
- C. Teacher displays one letter at a time, and child selects letter to match it from his page. Repeat for words.

Conclusion:

- A. Discuss likenesses in contour of similar letters and words, and help child to see distinguishing characteristics of each.
- B. Teacher describes letter in terms of points, corners, straight, and curved lines and child selects letter which meets the description.

*Letter size decreases from 1" block letters to sans serif large type with six letters per inch of space.

Lesson 30

Object: To review fine discrimination of small objects, missing parts, words, and letters.

Materials: Selected materials from Lessons 21-29.

Procedure:

- A. Select charts which presented most difficulty, or which required finer discrimination and check to see if each child can make the necessary discriminations.
- B. Game: Match-Me--picture cards with words. Child draws card and tries to match to partner's using both picture and word clues.

Conclusion:

- A. Teacher describes fine details of object as child selects appropriate picture.
- B. Child draws picture card and discusses distinguishing features by use of appropriate descriptive words.

Lesson 31

Object: To teach appropriate word symbols and word combinations for pictures.

Materials: Object pictures from previous lessons with word names; separate word cards (Dolch pre-primer word names).

Procedure:

- A. Show picture and word to child. Ask child to name the object, then look carefully at the word.
- B. Child selects word card which matches the word under the picture. (Use article words, connective words, and simple descriptive words with word names. Example: the boat, my ball, little boy, etc.)
3 x 5 pictures, words in 18 pt. type decreasing to 1 $\frac{1}{4}$ x 2 $\frac{1}{2}$ pictures in 10 pt. type.

Conclusion:

- A. Teacher presents word card and child selects appropriate picture.
- B. Teacher describes picture and asks child to select word card to match.

Lesson 32

Object: To teach additional word symbols and word combinations for pictures.

Materials:

- A. Selected pictures of familiar objects on individual cards ($2\frac{1}{2}$ x 4") with action and descriptive words. (Example: baby sleeping--sleep; boy running--run; large animal--big.)
- B. Large chart depicting variety of actions (2" pictures).
- C. Individual word cards (14 pt. type).

Procedure:

- A. Child examines each picture on individual card and discusses what he sees as teacher identifies the word.
- B. Child says word as he traces it and observes picture again.
- C. Child discusses each picture on large chart as teacher guides in selection of descriptive word which child selects from three choices.

Conclusion:

- A. Child draws word card and chooses picture which matches it.
- B. Teacher describes action as child chooses picture and appropriate word.

Lesson 33

Object: To teach recognition of word symbols and word combinations. To recognize like letters and words in capital letters and in lower case letters.

Materials:

- A. Object pictures from previous lessons.
- B. Page containing words and phrases appropriate for pictures, (pre-primer and primer words from Dolch list).
- C. Page containing letters in both capitals and lower case; words with first letter capitalized, and same words with all letters in lower case.

Procedure:

- A. Child examines each picture and gives word name if possible; if not, teacher tells child the name.
- B. Teacher presents page containing word names and words as combinations. Child looks at each word; he chooses picture which is most appropriate for the word or words giving reasons for his choice.
- C. Teacher assists child in noting length of words as he says them and observes them, general configuration of words, and beginning and ending letters.

Conclusion:

- A. Child selects all words beginning with same letter, then chooses picture to go with each word.
- B. Teacher says phrases as child selects picture appropriate for each phrase, then selects phrases from the sheet.

Lesson 34

Object: To develop recognition of first grade word symbols and word combinations.

Materials:

- A. Selected pictures from Reading Readiness books with phrases and short sentences underneath.
- B. Identical phrases and short sentences on word cards (from felt pen manuscript of three letters per inch to large type of six letters per inch).

Procedure:

- A. Show child each picture, and ask him to discuss what he sees and what is happening in the picture.
- B. Teacher reads the phrase or sentence as the child observes carefully. Attention is called to the length of words, configuration, and beginning and ending letters.
- C. Individual slips are presented, and child is asked to match to the phrase or sentence under each picture.

Conclusion:

- A. Teacher assists child in reading each phrase or sentence as he observes the picture and the words.
- B. Teacher gives phrase or sentence verbally, and asks child to select the correct picture for response.

Lesson 35

Object: To develop speed and skill in sight recognition of words and phrases previously presented.

Materials:

- A. Teacher-made picture cards and word cards for drill and games.
- B. Match-Me reading game (Dolch picture cards with matching word cards).

Procedure:

- A. Teacher exposes picture for one minute after which child selects appropriate word choice from five word cards ($\frac{1}{4}$ " letters spaced four letters per inch made with felt pen).
- B. Teacher exposes reading game pictures for 30 seconds, then asks child to select appropriate word from a choice of ten.

Conclusion:

- A. Child with partner plays Match-Me Game by drawing picture cards, then word cards and matching as he does so.
- B. Teacher says word, and child selects picture and word card for correct response.

Lesson 36

Object: To recognize pre-primer and primer words on sight, and to learn to combine them into meaningful phrases and sentences.

Materials: Pre-primer and primer word cards from 36 point type down to sans serif large typewriter type spaced at six letters per inch.

Procedure:

- A. Present child with ten word cards in the largest type. Ask child to read each word, then build meaningful phrases and sentences using from three to six words.
- B. Repeat this procedure with the same words in diminishing type size until the child can continue to recognize all words. For any problem words, teacher assists child in noting length, configuration, beginning and ending letters.

Conclusion:

- A. Teacher builds phrases and sentences and asks child to read them.
- B. Teacher gives phrases and sentences verbally and asks child to select word cards.

Lesson 37

Object: To strengthen sight recognition of first grade words in combination.

Materials: First grade words (Dolch list) from 36 point type down to sans serif large typewriter type spaced at six letters per inch.

Procedure: Same as Lesson 36.

Conclusion: Same as Lesson 36.

Lesson 38

Object: To confirm sight recognition of pre-primer, primer, and first grade words and to read simple sentences.

Materials:

- A. Prepared charts of short sentences using words from the Dolch list for primary readers (letters $\frac{1}{2}$ " high spaced four letters per inch, and made with black felt pen).
- B. Selected pages from Reading Readiness books containing short sentences printed in primary type ordinarily found in readiness books.

Procedure:

- A. Present child with teacher-prepared charts, and ask him to read sentences as teacher gives guidance and assistance in word recognition techniques as needed.
- B. Repeat A with printed pages presented one at a time.

Conclusion:

- A. Teacher gives sentence orally and asks child to select correct response from chart or page.
- B. Teacher asks child to read the sentence about: the dog; the boy; the baby, etc.

Lesson 39

Object: To practice reading simple material for pleasure.

Materials:

- A. Teacher-pupil original stories on charts (in $\frac{1}{2}$ " size letters space four letters to the inch and prepared with felt point pen).
- B. Pre-primer story or specially prepared story in large typewriter type spaced six letters per inch).

Procedure: Child is asked to read story on chart or page as teacher listens, and gives assistance in word recognition clues for new or unknown words.

Conclusion:

- A. Child is asked to relate stories she has read as teacher gives assistance in sequence and use of words.
- B. Teacher asks questions regarding stories, and child responds by correct answer and the story from which he read it.

Lesson 40

Object: To increase speed of recognition on short exposure of pre-primer, primer, and first grade words.

Materials:

- A. Dolch Word Game.
- B. Teacher prepared cards of single words, phrases, and short sentences containing problem words.

Procedure:

- A. Word drill of Dolch's basic sight vocabulary for pre-primer, primer, and first grade words (primary size type). Teacher exposes word card for five seconds, if child is unable to recognize, word is laid aside.
- B. Present unrecognized words for longer period. If child still cannot recognize, tell him word and point out clues for sight recognition.

Conclusion: Game: Teacher exposes word card to each partner, allow ten seconds and scores point if child can recognize. Continue with all words until winner is declared.

The following lessons are presented as samples of the individualized lessons planned for those children who progressed beyond the planned sequence of 40 lessons.

Lesson 41

Object: To increase sight vocabulary of primer, first, second, and third grade level primary words by special learning techniques.

Materials:

- A. Mills Learning Test (manuscript letters $\frac{1}{4}$ " high made with No. 2 lettering pen spaced at five letters per inch on individual cards with and without pictures).
- B. Identical words on one sheet in large typewriter type spaced at six words per inch.

Procedure:

- A. Present primer words in Mills Test with picture side. Ask child to look at picture, and then at the word. The child traces the word as he and the teacher pronounce it. (Present ten words at a time.)
- B. Teacher exposes word without picture for ten seconds, and asks child to say the word.
- C. Repeat the above procedure for as many as 40 words if indicated by individual progress.

Conclusion:

- A. Teacher selects unrecognized words, and reviews with child as he observes picture, traces the word, and pronounces it.
- B. Review difficult words without picture to reinforce learning.

Lesson 42

Object: To strengthen basic sight vocabulary by use of Dolch's Popper Words, Set 1, and to encourage speed in sight recognition.

Materials:

- A. Dolch's Popper Words, Set 1 (14 point type).
- B. Identical words in large typewriter sans serif type spaced at six letters per inch.

Procedure:

- A. Present words one at a time. Teacher says the word with the child as he traces it. Note general configuration, and beginning and ending letters.
- B. Repeat the procedure for those words which give difficulty.
- C. Expose words for five seconds to strengthen speed of recognition.

Conclusion:

- A. Ask child to build sentences with word cards, and read them.
- B. Present words on one sheet in large typewriter type, and ask child to read as many as possible.

Lesson 43

Object: To develop the ability to read phrases and short sentences at first grade level.

Materials:

- A. Pages from selected work books containing pictures plus appropriate phrases and sentences.
- B. Prepared sentences in large typewriter type.

Procedure:

- A. Ask the child to observe all the pictures on the page, and to name the object or the action. Child then chooses the appropriate phrase for each picture and reads it.
- B. Repeat A for pages containing short sentences.

Conclusion:

- A. Present child with groups of sentences prepared by teacher, and ask him to read them.
- B. Review configuration and other sight recognition cues for words which child finds difficult.

Lesson 44

Object: To introduce low vocabulary, high interest reading material at first grade level.

Materials: Chandler, Edna W. Cowboy Sam. Chicago: Beckley-Cordy Co.

Procedure:

- A. Present child with the book. Discuss the picture clues and the general background of the story.
- B. Child reads story as teacher assists with recognition techniques and basic word attack skills as necessary.
- C. Teacher takes note of types of errors and any problems in visual discrimination of words and letters within words.

MATERIALS USED IN VISUAL STIMULATION PROGRAM

- Bulletin-board charts for first grade. Dansville, NY:
F. A. Owen Pub. Co., 1946.
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- Dolch, E. W. Picture Word Cards. Champaign, Illinois: The
Garrard Press.
- Dolch, E. W. Popper Words--Set 1 (easier half basic sight
vocabulary). Champaign, Ill.: The Garrard Press, 1960.
- Dolch, E. W. Popper Words--Set 2 (harder half basic sight
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- Dowling, T. I., Freeman, K., Lacy, Nan, & Tippet, J. S.
I Wonder Why. Chicago: John C. Winston Col., 1951. Large
type edition.
- Fahy, Louise G. My First Reading Unit, Part 2. Brookfield,
Ill.: Gel-Stern Supply Co., Inc.
- Hardy, Marjorie. Surprise Stories, First Reader. Upper
Montclair, N. J.: Clear Type Publishing Committee.
- Harris Lateral Dominance Kit.
- Lewis, W. D., Rowland, A. L., & Gehres, Ethel H. The Silent
Readers, Second reader. Cleveland: Clear Type Publish-
ing Committee, 1926.
- Mills, R. E. Learning Methods Test. Ft. Lauderdale, Fla.:
Mills Center, Inc., 1955.
- Oftedal, Laura, & Jacob, Nina. My First Dictionary. New
York: Grossett and Dunlap.
- Pre-primer Words--Flash Cards. St. Louis, Mo.: The Gelles-
Widmer Co., 1959.
- Sanders, Ardis, Match-Me (a reading readiness game). Fowler,
Ind.: Benton Review Publishing Co., Inc., 1962.
- Smith, Gale. The Game of Match Word (a reading game).
Fowler, Ind.: Benton Review Publishing Co., Inc., 1954.

MATERIALS USED IN VISUAL STIMULATION PROGRAM (cont.)

Assorted reading Readiness Books.

Individual Cards, 2 x 3; 2 $\frac{1}{2}$ x 4; 3 x 5.

Felt tip pens.

Montessori-type wooden peg sets of natural color in following sizes:

Set 1. 8 pegs--all 3" tall.

Diameters: 3", 2 $\frac{1}{2}$ ", 2", 1 $\frac{1}{2}$ ", 1", 3/4",
 $\frac{1}{2}$ ", 3/16".

Set 2. 8 pegs--all 1" diameter.

Heights: 4", 3 $\frac{1}{2}$ ", 3", 2 $\frac{1}{2}$ ", 2 $\frac{1}{4}$ ", 2",
1 $\frac{3}{4}$ ", 1 $\frac{1}{2}$ ".

Set 3. 8 pegs

1. 4" height - 4" diameter
2. 3 $\frac{3}{4}$ " height - 3 $\frac{1}{2}$ " diameter
3. 3 $\frac{1}{2}$ " height - 3" diameter
4. 3 $\frac{1}{4}$ " height - 2 $\frac{1}{2}$ " diameter
5. 3" height - 2" diameter
6. 2 $\frac{3}{4}$ " height - 1 $\frac{1}{2}$ " diameter
7. 2 $\frac{1}{2}$ " height - 1" diameter
8. 2 $\frac{1}{4}$ " height - 3/4" diameter

Peg boards: 4" wide; 1 $\frac{1}{2}$ " space at each end; 1" between pegs.

Six sets of wooden color strips: red, blue, yellow, green, orange, and purple in the following dimensions:

1" wide; 3/8" thick

Each set 8 in diminishing lengths: 6", 6 $\frac{1}{2}$ ", 5",
4 $\frac{1}{2}$ ", 4", 3 $\frac{1}{2}$ ", 3", 2 $\frac{1}{2}$ ".

6 sets of strips in these colors: red, blue, yellow,
green, orange, purple.

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NEW YORK, N. Y. 10011

